

مفاهيم
اللغة الإنجليزية (لغة أولى)
الصف الثالث الثانوي

Past simple, past continuous, past perfect and past perfect continuous

Uses of the past simple:

- actions which started and finished in the past, e.g. *She **lived** in New York for three months only. She **didn't live** in Paris.*
  *My uncle **returned** from Algeria in 2010.*
  ***Did** you **visit** the New Administrative Capital Museum a week ago?*
- a sequence of actions or events, e.g.
  *She **finished** her degree, then **moved** back to Egypt.*
- repeated actions and habits in the past, e.g.
  *Heba **wrote** lots of novels during her thirties.*
  *Karim **didn't like** going swimming when he was little.*
  ***Did** you often **paint** pictures at primary school?*

Past habits

Uses of ***used to/didn't use to***

- to describe situations and regular habits in the past: *People **used to leave** a lot of rubbish on the beach. There **didn't use to be** a sports centre in our town.*
- to compare the past and the present:
  *My father **used to stay up** late when he was young, but now he goes to bed early.*

Uses of ***would*** + infinitive

- to describe past habits and typical behaviour (not to describe past situations):
  *In the past, we **would go** to the seaside, but this summer we decided to go to the village instead. I asked my brother to volunteer with me many times, but he **wouldn't do** it.*

Uses of the past continuous:

- to speak about an action that was in progress at a particular time in the past: I **was doing** my homework at 9 pm yesterday.
- an action that was already in progress when another action took place, e.g.
  *Amira **was studying** in Cairo when she met her husband. When/While I **was walking** to school, I saw a terrible accident.*
- two actions in progress in the past at the same time, e.g. *While I **was listening** to the lecture, I was making notes.*

Note: Use *during*, not while before a noun:

***I met two of my old friends** during **the party**.*

Uses of the past perfect simple:

- for actions or events which happened at an earlier time than another event in the past
- We often use it with adverbs and time expressions such as *after, before, once, when, until, already, etc.* *I'**d finished** all my homework, so I **decided** to play tennis.*
  *When the journalist **arrived** to do the interview, the player **had** already **left**. Once I'**d read** the book, I **understood** what she **had achieved**.*
  *We **didn't hear** about the earthquake until we **had read** the newspaper.*
  *I **had** no sooner **remembered** his phone number, than I **decided** to contact him.*
  ***Had** Hatim **arrived** before the match **started**?*
  *My father **was** angry because I **hadn't followed** his advice.*

Note: Use infinitive + *ing after* ***before*** and ***after*** if there is no subject after them:

Before ***going*** *home, I had bought some bread.*

Past perfect continuous

She ***had been waiting*** *for a long time when I arrived.*
Had *you* ***been watching*** *TV when that stranger knocked on the door?*
Had *you* ***been waiting*** *for a long time when I arrived?*

Uses of the past perfect continuous:

- to emphasise that the activity had been continuing for some time before another action in the past.Compare:

I ***studied*** *before I went to bed.* *I'****d been studying*** *for two hours before I went to bed.*

- to talk about how long something had been happening:

She'd ***been studying*** *for four hours when the computer broke down.*

Note: Don't use the past perfect continuous when you use sense verbs or say how many times you did/reportedthe action:

I ***had sent*** *ten emails before I left the office. They* ***had known*** *each other for ten years before they became partners!*

Present simple, present continuous present perfect and present perfect continuous

Uses of the present simple

- for actions, facts or for situations that are always or usually true: *The moon orbits the Earth. / We* ***live*** *inthe centre of Cairo.*
- for habits and repeated actions: *Children often* ***help*** *their parents and grandparents to do things.*

Frequency adverbs

- Use frequency adverbs with present simple verbs to say how often something happens. Common

frequency adverbs: ***never >> sometimes >> often >> usually >> always***

- Frequency adverbs are usually before present simple verbs: *We* ***always*** *help our parents whenthey're busy.*

Note: frequency adverbs come after the verb *be*: *It is* ***usually*** *sunny in my country.*

We use present simple after time conjunctions to express future: *After Jack reaches London, he will sendus an email.*

- Both the present perfect simple (*have/has* + past participle) and the present perfect continuous

(*have/ has* + *been* + verb *-ing*) are used to talk about actionsor situations which started in the past, but are still connected to the present. The actions are either still happening, they finished a very short time ago or theyhave a direct effect on the present.

Present continuous

Uses of the present continuous (***am/is/are*** + present participle)

- to describe a temporary situation that is happening now: *I'****m staying*** *in Paris for six months in January.*
- to describe a current situation which is different to a past situation:

Young people ***aren't talking*** *to each other on the phone these days.*

- to describe an action happening at a specific time in the future (future arrangement):

We ***are travelling*** *to London tomorrow; we've got our visas and booked the tickets.*

- to describe an action that people do again and again: *Why* ***is*** *he always* ***making*** *so much noise?*

Stative verbs

Uses of stative verbs

- for thoughts and opinions: *think*, *know*, *mean*, *imagine*, *believe*

*I **think** Alexandria is a beautiful city.*

- for feelings and emotions: *like*, *love*, *miss*, *wish*, *want*

*We **miss** our parents when we are far away fromthem.*

- to describe how you see the world: *hear*, *see*, *look*, *smell*, *taste*

*The chicken **smells** delicious!*

- for possessions and measurements: *belong*, *have*, *measure*, *weigh*

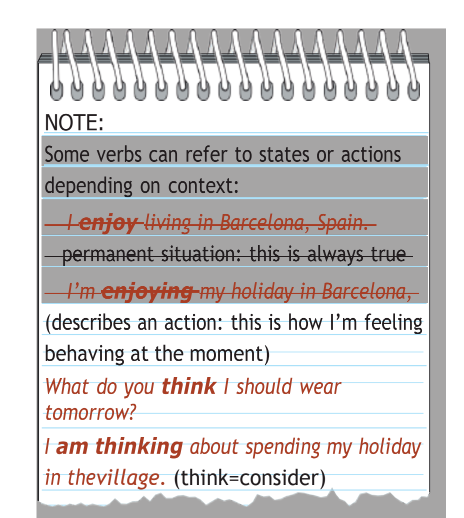
*That pencil **belongs** to me. Can you give it back tome, please?*

We cannot use stative verbs in the continuous form:

*I **want** to study abroad when I'm older.*

NOT

*I ~~**am wanting**~~ to study abroad when I'm older.*



The present perfect simple

- The focus is on the **result** of an action in thepresent:

*I'**ve worked** here for a long time, so I can show youwhat to do.*

- The action is 'to work' and the present perfect simpleis used to focus on the result of 'working' in the present, which is that this person can show someoneelse how to do something. actions that have results in the present, e.g.

*He is happy that **he has scored** a goal in the match.*

Uses of the present perfect

- actions that started in the past and still continue, e.g. ***I've started** French classes.* (and I'm still going to them). *We'**ve done** a lot of work today.* (and we're still working).
- experiences (often with *ever* and *never*), e.g.

***Have** you ever **interviewed** a famous person?* *I'**ve never been** on a plane.*

- actions which haven't happened (often with *still* or *yet*), e.g.

*They **haven't developed** a treatment yet.* *Salma still **hasn't won** a professional match.*

- periods of time with *since* or *for*, e.g.

*She's played football **since** she was five/**since** her childhood.* *I **have lived** abroad **for** 5 years*

*It's years **since** we last met! We **haven't met** for years!*

Note : ***since** three o'clock/ **for** two hours.*

- When we use the present perfect simple, we don't say when an action happened, but we can say how long an action that it still happening has happened, for example, since 2018 or for five years.
- You can't use the verb *to be and other verbs like know* in the present perfect continuous tense.

So we say "I have known him for years" (not I have been knowing him for years.)

The present perfect continuous

- The focus is on the activity itself and this is usually an activity that someone has been doing either all the time or regularly for a specific period of time. You also use time expressions with *since* or *for* to say how long an action has been happening.

*We'**ve been interviewing** a lot of people about their experiences.*
*Mohammad **has been doing** some research in that area.*

*I'**ve been working** on this project since January.*

Use the present perfect continuous to focus on the reason.
*He is tired because he **has been working** all day*

Future tenses

Present perfect for future use

In clauses with *after*, *once* and *when* we normally use the present simple to talk about the future, e.g.

When I finish my studies I'll go and live abroad. Sometimes, however, we use the present perfect.

***Once** I'**ve done** the research, I'**ll write** the report.*

***After** she'**s finished** her degree, she'**ll get** a job as a lawyer. The airport **will open** again **when** they'**ve moved** the plane.*

Common mistakes

When ~~I'll get~~ there, I'll let you know. (When I've got there, I'll let you know.)

I'll keep researching until ~~I'll~~ discover a cure. (I'll keep researching until I've discovered a cure.)

Talking about the future

- Use the **future simple** (*will* or *won't* + infinitive) for: predictions with no evidence, quick decisions, offer,request and future facts.

  *In ten years' time, the world **won't be*** very different.

  ***Will** you **finish** the article by the end of the day?*

  *We'**ll see** more and more robots in shops in the next few years.It's hot. I'**ll turn** on the fan.*

  *Don't worry; I'**ll help** you clean up this mess.*

- Use the **future continuous** (*will* or *won't* + be -ing form) for: events that will be happening at a certaintime in the future.

  *This time next year, I'**ll be living** in Spain.*

  ***Will** you **be studying** this evening?*

  *I **won't be going** to that school next week; I'm on sick leave.*

- Use the **future perfect** (*will* / *won't* + *have* + past participle) for: actions that will or won't be completedbefore a specific time in the future.

  *Before the end of this century, they'**ll have found** life on other planets.*

  ***Will** they **have found** a cure by 2040?*

  *I **won't have finished** typing the report by the time you get here.*

Phrasal verbs, verb patterns

Phrasal verbs

Phrasal verbs are verbs which consist of a verb followed by one or two prepositions. The combination of the verb and preposition(s) in a phrasal verb creates a new meaning which is different than the meaning of the verb and preposition(s) on their own.

Separable phrasal verbs

- The verb and preposition(s) in some phrasal verbs are always separated by a noun and these are called separable phrasal verbs. The noun comes in between the verb and the preposition:

turn up: *Can you **turn** the sound **up**? I can't hear it.*

Inseparable phrasal verbs

- The verb and preposition(s) in some phrasal verbs are never separated by a noun and these are called inseparable phrasal verbs. The noun always comes after the phrasal verb:

look into: *Let's **look into** other ways of having a virtual meeting.*

catch up: *I need to **catch up** with my homework this evening.*

- In some phrasal verbs, the verb and preposition(s) can be either separated by a noun or not but themeaning is the same:

turn off: *Can you **turn** your camera off?* OR *Can you **turn off** your camera?*

- But with some phrasal verbs the meaning is different when the verb and preposition(s) are separated bya noun from when they aren't separated by a noun: ***pick up:***

*I can still **pick up** my little sister.* (to physically move someone or something upwards)

*We're going to **pick** my aunt **up** from the airport tomorrow.* (to meet someone somewhere and then take them with you to another place.)

Verb patterns with gerund and infinitive

When two verbs are used together, the second verb is either in the gerund form (or verb-*ing*) or the infinitiveform (*to* + present participle).

Verbs that are always followed by the infinitive, e.g. *decide, encourage, need, seem, try, want, arrange, agree, hope, expect, plan, offer, learn.*

*We **decided to work** on the project together.* *The book **seems to be** back in the library now.*

Verbs that are always followed by the gerund, e.g. *avoid, enjoy, finish, miss, recommend, admit, deny, dislike, practise, risk, consider,* suggest

*You should **avoid looking at** your phone in bed.* *I **enjoy watching** films in English.*

Verbs that can be followed by the gerund or infinitive:

Some verbs can be followed by either a gerund or an infinitive+to and the meaning stays the same, e.g. *continue, hate, like, start*:

*We will continue **looking** for the photos until we find them. We will continue **to look** for the photos until we find them.*

Some verbs can be followed by either a gerund or an infinitive but the meaning changes according to theverb form which is used, for example, *stop, remember*, forget, regret and try.

*When I run, I need to **stop to take** a break every 15 minutes.* (to stop doing an activity so you can do another activity)

*Let's **stop thinking** of ideas now and start making a plan.* (to stop doing an activity)

*Please **remember to bring** your digital camera tomorrow. (Don't forget to bring it.)*

*I **remember meeting** this man last year at the wedding reception. (I saw this man last year and now Iremember that action.)*

*I **regret wasting** all my money; now I have no money to buy this T-shirt. (I'm sorry because I havewasted all my money.)*

*We **regret to inform** you that you have not been accepted for this job. (We are sorry to tell you this.)*

***Try taking** this medicine for your headache. It's very good.* (Try something as an experiment to see if it works.)

*I'**m trying to learn** Chinese, but it's very difficult.* (Try to + infinitive means that something is difficult, but you make an effort to do it.)

seem to, (be) meant to, (be) supposed to

Uses of *seem to* + infinitive

- to talk about how something or someone appears to be when we cannot be completely sure:

*She hasn't said anything, but Grandma **seems to be** having fun.*

Uses of *(be) meant to* + infinitive

- to talk about what the purpose or truth of something should be:

*They **were meant to arrive** by now.*

*It **was meant to be** a chocolate cake, but I dropped it.*

Uses of *(be) supposed to* + infinitive

- to talk about obligations:

*I'm **supposed to** look after my brother on Friday night.*

- to talk about arrangements:

*I'm **supposed to** cook dinner on Monday evenings.*

- to talk about expectations:

*It **was supposed to rain** this morning.*

- to talk about our beliefs about something:

*It **is supposed to be** the best phone that you can buy.*

Have/get something done, causative verbs

Get something done

Uses of *get something done*:

- You use the structure *get/have* + *object* + *done* to say that someone will complete a particular task:

*I always **get** my housework **done** in the afternoon.*

*Heba always helps her mother to **get** the washing **done**.*

- Use the past simple form of *get/have* to talk about completing a particular task in the past:

*I **got** my project work **done** last weekend.*

- Use will *get/have* + *object* + *done* to talk about completing a particular task in the future:

*I will **get** the book report **done** tomorrow.*

Causative verbs

Use of *make* (someone) infinitive without *to*:

- to say that someone forces someone (else) to do something:

*Our teacher **made** us read the book again.*

Use of *let* (someone) infinitive without *to*:

- to say that someone can do something because someone (else) has given them permission to do it:

*The teacher sometimes **lets us do** an easy exercise for homework.*

Use of *allow* (someone) infinitive "to":

- to say that someone can do something because someone (else) has given them permission to do it:

*My parents **allow me to stay up** later at the weekend.*

Use of *stop* (someone) *from* verb-*ing*:

- to say that someone / a situation makes it possible for someone (else) to continue doing something:

*The very hot weather sometimes **stops us from going** outside.*

Adjectives and adverbs

Adjectives

Use an adjective to describe a noun. An adjective always comes before the noun it describes

- *Use an adjective after verb to be and sense verbs:*

Tamer is angry; what has happened? *Come and have lunch with me; the food tastes nice*

- *to describe a noun. We put the adjective before the noun. She is a talented singer. That's an expensive car.*
- *If there is no noun, we put the adjective after the verb be. I am happy. It is interesting.*

Uses of comparative adjectives

- *to make comparisons: We need a bigger house.*
- *to compare two things: My brother is older than me.*
- *to describe how something changes: She is growing taller.*

NOTE: We use a *lot*, *much*, *far* or *a little* before the comparative adjective to say that there's a big or a small difference between the two things: *The Giza pyramids are **far older** than the Cairo Citadel.*

*Those cakes are **a little cheaper** than these ones* *Nessma is **much more sensible** than she used to be*

Uses of superlative adjectives

- to compare three or more things: *I like all your books, but this one is the **best**.*
- to describe extremes: *Mount Everest is the **highest** mountain on earth.*
- With short adjectives (1 syllable), we usually add *-er* to make comparatives and *-est* to make superlatives.

Adjective	Comparative	Superlative
Long	long***er***	long***est***

- When an adjective ends in *-e*, we add *-r* to make comparatives and *-st* to make superlatives.

Nice	nice***r***	nice***st***

- When an adjective ends in a vowel and a consonant, we double the consonant.

Big	bi***gg***er	bi***gg***est

- When an adjective ends in a consonant and *-y*, we replace it with *-ier* in comparatives and *-iest* insuperlatives.

Happy	happ***ier***	happ***iest***

- With long adjectives (two or more syllables), we usually add *more* for comparatives and *most* for superlatives.

Expensive	***more*** expensive	***most*** expensive

- Some adjectives have irregular comparatives and superlatives.

Good	***better***	***best***
Bad	***worse***	***worst***
Far	***farther/furthest***	***farthest/furthest***

Compound adjectives

- Use *compound adjectives* (adjective or adverb + past participle) to describe a noun. Put the compound adjective before the noun it describes. Use a hyphen to link the two parts of the adjective together.

*She is a very **well-rounded** person.* *Spanish is a **widely-spoken** language.*

Comparative phrases

- Use of exactly the same as to say that there is no difference between two things or people:

*Your family's car is **exactly the same as** my family's car. There's no difference between them at all.*

- Use of ***almost as ... as*** or ***slightly ... than***

  to say that there is a small difference between two things or people:

*The trip to Brazil is **almost as expensive as** the trip to Canada.*

*My town is **slightly more popular** with tourists **than** your town.*

- Use of ***far ... than*** to say that there is a big difference between two things:

*I think studying science is **far more interesting than** studying maths.*

Use of adverbs

- to describe the verb: The children talked loudly during the film.
- Many adverbs end in -ly but not all. Waleed played very well in the handball match

- We can form an adverb by doing the following to an adjective:

1 *adding **ly**: serious------- > seriously*
2 *adding **ly**: wonderful -------> wonderfully*
3 Adding **ally**: automatic ------- > automatically
4 *deleting **e** and adding **ly** : terrible -------- > terribly*
5 *deleting **y** and adding **ily:** easy ------- > easily*

- Some adverbs have the same form as adjectives: *hard, fast, early, late, right, wrong, high, low.*
- *The train is **late**. (adjective)* *I know it never comes **late**. (adverb)*

Irregular adverbs

- The adverb of *good* is *well*. *They play football **well**.*
- The adverb *hardly* is not related to the adverb *hard*. *She tried **hard** in the exam.* (*hard* = worked very hard)*I can **hardly** hear the film.* (*hardly* = almost not)

There are four types of adverbs: adverbs of manner, place, time and frequency.Position of adverbs

Type	Position	Example
manner	They usually go in end position. They sometimes goin the middle of the sentence if the adverb is not an important part of the clause.	*I dressed **quickly**.* *I **quickly** dressed and left the house.*
place	They usually go in the end position. They sometimesgo in front position in writing.	*Can you sit over **there**?* ***Outside**, there was a small pond.*
time	They usually go in end position. If the adverb isimportant, the adverb goes in front position.	*I'm going to the cinema **tomorrow**.* ***Today**, we're seeing our cousins.*
frequency	They usually go in mid position, but they can go infront or end position. *always*, *ever* and *never* do not usually go in frontposition.	*They **often** have homework.* *My dad **usually** goes to the cinemaon Saturday.* ***Sometimes** I play video games.She **never** eats meat.*

- We can use adverbs before adjectives and, less commonly, before adverbs.

*This exam is **incredibly** difficult. That film was **surprisingly** funny.*

*Mayar did **quite** well in the match. We liked her performance.*

- Sometimes adverbs modify adjectives, making them stronger or weaker.

*It is not **very** cold today.*

*The child is **quite** happy.*

*The car looks **absolutely** wonderful.*

- An adverb can modify a whole sentence: ***Fortunately,** I had brought an umbrella.*

Adverbs and adjectives can have different functions: *Gaber is a **serious** worker; he works seriously.*

(Here an adjective modifies a noun, while an adverb modifies a verb.)

- We can also use adverbs to modify the adjectives.

*It's not **very** cold today.* *It's **quite** cold today.* *It's **extremely** cold today*

Use an adverb to describe an action.

- ***An adverb usually comes after a verb:***

*Nobody **treats** her **differently** to the other employees.*

- ***An adverb can also come before a verb to emphasize the verb.***

*I wasn't sure if I could **successfully combine** my job with playing handball.*

- ***Adverbs usually end in –ly, but some adverbs are irregular.***

*I found a job very **fast**.* *I won the race **easily**.*

*Ahmad has always worked **hard**.Heba can swim **well**.*

The passive

Use the passive to focus on the action or activity, rather than the people doing the action. If you don't knowwhich person, the only option is to use the passive. Sometimes you want to say who did the action in a sentence and then you use *by* + the person at the end of the sentence.

The present simple passive

- You form the present simple passive with *am/is/are* + past participle.
- Use the present simple passive for facts, regular activities or processes that are always the same: *Cotton clothes **are made** in Egypt.*

The past simple passive

- You form the past simple passive with *was/were* + past participle.
- You use the past simple passive for actions, activities and processes that were completed in the past andaren't happening now:
*The competition **was stopped** because of a technical problem. Ali and Yassar **were awarded** a prize by a teacher at their school.*

The passive with *will* and modal verbs

- You use *will*/modal verb + *be* + past participle to form the passive with *will* and modal verbs:
*I **will be given** some more responsibility at work next month.All of these sports **can be played** at your local sports centre.*
*I **may be awarded** a scholarship for university if I do well in my exams.*

The passive infinitive

- The passive infinitive is a passive form of verbs which are always followed by *to*, for example *have to*, has to, need to, etc.
- You form the passive infinitive with *to be* + past participle:
*All of these reports **have to be written** before we can go home.*

The present perfect passive

You use have/has been + past participle to form the present perfect passive.

*You use the present perfect passive to talk about recent actions and events that have results.New schools **have been** built recently.*

The past perfect passive

You use had + been + past participle to form the past perfect passive.

*You use the past perfect passive to talk about actions that happened before other actions in the past.After the problem **had been discussed**, we reached a reasonable solution.*

Quantifiers

Quantifiers

Quantifiers are words or phrases that we use before nouns to show how much of something there is. Consider whether the noun you want to say the amount of is a singular or a plural noun and whether it'sa countable (i.e. you can use a number directly before it) or an uncountable (i.e. you can't use a numberdirectly before it) noun.

Quantifiers to show that there's nothing or a small amount

- *None* is used with countable and uncountable nouns to say that there's nothing:
  None *of the books I ordered have arrived yet.*
  Despite her illness, she lost ***none*** *of her enthusiasm for life.*
- *A few* is used with countable nouns and it means a small number:
  A few *of my friends thought that I was too old to become an actor.*

Few is used with countable nouns and it means a very small number:
Few *people know what job they want to do when they're still a child.*

- *A little* is used with uncountable nouns and it means a very small number:
  We only need ***a little*** *help from our teacher and then we can finish the project.*
- *Little* is used with uncountable nouns and it means a very small amount of something with the negativemeaning of 'not enough':
  There's ***little*** *hope that they'll arrive before 4 p.m.*

Quantifiers to show that there's a large amount

- *Much* is used to refer to uncountable nouns in negative sentences and questions:
  There isn't ***much*** *chance of me going to work on a farm.*
- *Many / A lot of* is used with countable nouns for a large number of people. They can be used in positivesentences, negative sentences and questions:
  Many / A lot of *people don't find their perfect job until they're over thirty.*
- In affirmative sentences, we sometimes use *much* and *many* in more formal styles:
  There is ***much*** *concern about development projects in Egypt.*
  The manager has sent ***many*** *emails to customers recently.*

Quantifiers that refer to one thing in a group

- *Each* is used with countable nouns to focus on one person or thing in a group:
  Each *student in this class has their own special qualities.*
- *Every* is used with countable nouns to focus on all of the people or things in a group and usually showsthat something happens regularly or something is true for everyone:
  After finishing secondary stage, ***every*** *student hopes to join the faculty they want.*
- *Some* and *any* are used with countable and uncountable nouns.
  Some is used in positive sentences.
  I have ***some*** *novels to read.*

Note:

We can use *some* in questions when we make offers or requests.

Would you like ***some*** *tea?* *Can I have* ***some*** *more sugar?*

Any is used in negative sentences and questions.

I don't have ***any*** *plays to read.* *Did you buy* ***any*** *toys?*

Modal verbs

Modal verbs are used for degrees of possibility, ability and permission. They are also used for requests, suggestions and advice.

- ***can / can't* + infinitive without *to*** is used to talk about possibility, present ability and permission:
  *We **can't** see the stars very clearly tonight.* (possibility)
  *I **can** usually cope with difficult situations.* (present ability)
  *You **can** talk to the teachers in ten minutes.* (permission)
- *could/couldn't* + infinitive without *to* is used to talk about possibility and past ability.
  *When I was six, I **could ride** a bike, but I **couldn't swim**.* (past ability)
- ***have to / don't have to*** is used to say that something is necessary/not necessary:
  *Students **have to** do their school work and take exams.* (necessary)
  *You **don't have to** read every page in the book.* (not necessary)
- ***might*** is used to show that we think there's a small chance that something will happen, but it's still possible:
  *I **might visit** you next week; I haven't decided yet.*
- ***should / shouldn't*** + infinitive without to is used that say that it is or isn't a good idea to do something,for example when giving advice:
  *You **should** spend more time on self-care.You **shouldn't** hesitate to ask for help.*
- **Use *should/ought to have* + past participle to express regret (for doing or not doing an action inthe past.)**
- *You **shouldn't/oughtn't to have** wasted your time playing on your cell phone. Now your gradesare quite low.*
- use ***must***/mustn't+ infinitive for a rule, law, warm invitation and strong advice:*You **mustn't talk** in the library. You **must wash** your hands before you eat.You **must** come and have dinner with us.*

Modal verbs for making deductions about the past: *must, can't/couldn't, may/might*

Must

- Use *must* + *have* + past participle when you are sure about what happened.
  *It **must have been** very difficult to live without computers in the past.*

May/might/could

- Use *might* / *may* / *could* + *have* +past participle when you think it is possible that something happenedbut you're not sure.
  *She **might've told** him about the accident, I'm not sure..*
  *They **may not have understood** you properly; she did the opposite!*

Can't/couldn't

- Use *can't* or *couldn't have* + past participle when you are sure it is not possible that something happened.
  *He **can't have known** that the pool closed at 7pm or he would be here by now.They **couldn't have arrived** before us because they didn't leave until 6pm.*

Would + infinitive for talking about past habits

Would/wouldn't

- Use *would* + infinitive to talk about past habits and typical behaviour in the past.
  *My grandmother **would tell** me a story every night before I went to bed.His brother **wouldn't ride** a bicycle very often.*
- Don't use a hyphen if the compound adjective follows the noun it describes.
  *Smart phones are **widely used** all over the world.*
  *The Arabic language is **widely spoken** in all the villages.*

Relative clauses

Relative clauses

- Use relative clauses to give more information about someone or something.
- Use *who* or *that* to refer to people, and *which* or *that* to refer to things.
- Use *Whom* to refer to an object (then *whom* is followed by a subject.)

  *My cousin **whom** I visited in the hospital is getting better now.Manal **who** won the gold medal is over the moon!*

- Use *whose* to refer to possession or relationship, *where* to refer to places, and *when* to refer to time.

  *This is the honest man **whose** job is to guard our cars.*

  *The park is the place **where** I usually spend a nice time with my friends.July is the month **when** we spend our summer holiday outside Cairo.*

- Put the relative clause immediately after the noun you are talking about:

  *Mr Sami works at a bank. He is loved by all. Mr Sami, **who** works at a bank, is loved by all.*

- Use **non-defining relative clauses** with commas, to give further (non-essential) information aboutsomething or someone. (In this type, that can't replace who, whom and which.)

  *The ancient temple, **which was mentioned in the guide book**, was difficult to find.Mr Kamel, who is 50 years old, is the new manager.*

  Aisha, whose father is a famous doctor, is my best friend.

- Use **defining relative clauses**, without commas, to give essential information to explain who orwhat you are talking about. In this type, that can replace *who* and *which*.

  *He is the writer **who/that** wrote these interesting articles.The place **where we used to live** was very noisy.*

So and such

We can use *so* to mean *very*, often to emphasise or to give a reason for something.

- Use so + adjective/adverb *(+ that ...)The novel is **so** interesting.*

  *The novel is **so** interesting **that** I decided to read it again.Sami behaves **so** politely **that** all his friends respect him.*

- We can also use *so much + uncountable noun + (that) ... or so many + plural noun + (that) ...He has spent **so** much time working **that** he felt exhausted.*

  *Hala has **so** many tasks to do **that** she can't go to the club with her friends.*

- We can use *such* in the same way but always before a noun.

  *Use **such** + (adjective) + uncountable/plural noun + (that) ...*

  *Egypt has **such** amazing monuments **that** a lot of tourists enjoy seeing them.*

- We can also use *such a/an + (adjective)* + countable singular noun + *(that)* ...

  *It is **such** a nice film **that** I watched it twice.* *Gamal is **such an** honest man **that** all people trust him.*

Reported speech

- Direct speech is a way of saying what someone said, using quotation marks.
  Jack said, "I visited Luxor last week".
- Indirect /Reported speech is used to report what someone has said without using quotation marks.
  Jack said that he had visited Luxor the week before.

Reported statements

In reported statements, ...

- we use *told* instead of *said to*. *Said* remains as it is. We can use other reporting verbs instead of *said* suchas *stated, declared, explained* ...etc.
- we can use *that* between the reporting verb and the statement.
- we usually move verb tenses one step back and change pronouns according to the meaning.
  {Present simple ➞ past simple / present continuous ➞ past continuous / present perfect ➞ past perfect / will go ➞ would go...etc.}
  "I will visit my relatives in Tanta," Leila said.
  *Leila said that **she would** visit **her** relatives in Tanta.*
- we usually make changes to time and place words and phrases: tomorrow ➞ the next / the following day - yesterday ➞ the day before/the previous day- this week ➞ that week / here ➞ there ...etc.
  She said to me, "I bought a new mobile last week".
  *She told me that she had bought a new mobile the **week before**.*
- past perfect verbs and past modal verbs don't change.
  Yasmeen said, "I could solve the problem after I had discussed it with my parents". Yasmeen said that she could solve the problem after she had discussed it with her parents.
- we don't change the tense when we report a fact and when someone says something now or aroundnow.
  Adel says, "I am ready for the trip". Adel says that he is ready for the trip.
  "Mercury is the smallest planet in the Solar System," the teacher said. The teacher said that Mercury is the smallest planet in the Solar System.

Reported questions

In reported questions, ...

- we use *asked* instead of *said to* and we use *asked, inquired* or *wanted to know* instead of *said*.
- for Yes/ No questions, we add *if/whether* between the reporting verb and the question.
  *She **said, "Do** you like reading short stories?"* *She asked **if / whether** I liked reading short stories.*
- we change tense verbs, pronouns and time / place words as we do in reported statements.
- in wh-questions, we don't use *if / whether*: we use the same question word.
- we change the word order. Question marks are not used.
  *Tamer said, "What **are you doing** now?"* *Tamer inquired what **I was doing** then*
  *My friend said, "When **did you return** from London?" My friend asked me when **I had returned** from London.*

Reported orders, suggestions and advice

- We usually report orders, suggestions and advice with a reporting verb + object + (not) to + infinitive.
- Verbs which are followed by object + (not) to + infinitive: ***advise, ask, encourage, instruct, order, tell, urge, and warn:*** *The teacher said to us, "**Revise** the lesson again". The teacher **advised us to revise** the lesson again.*

*The policeman said to me, **"Don't drive** so fast". The policeman **instructed me not to drive** so fast.*

- Suggest and recommend are followed by verb + -ing or that + subject + infinitive without to.
  *Rami said, "**Let's go** to the library". Rami **suggested going** to the library.*
  *Dalia said to me, "You **should follow** the doctor's advice". Dalia **recommended following** the doctor's advice.*
  *I said to Heba ,"You **should avoid** repeating mistakes".*

Conditional sentences

Zero conditional

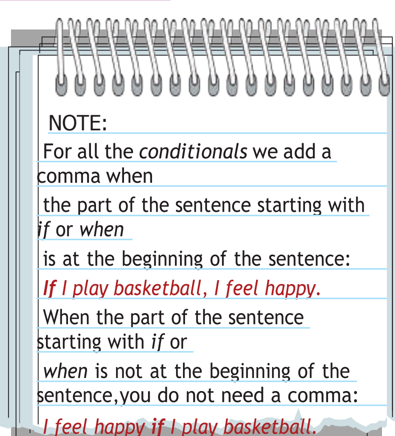
Statements and negative statements

If/When	present	present
If	*I **feel** tired,*	*I **go** to bed. (It'smy habit.)*
When	*I **am** happy,*	*I **smile**.*
When	*he **is** unhappy,*	*he **does not (doesn't) smile**.*

Subject	present	***if/when*** + present
I	***go** to bed*	***if** I **feel** tired.*
He	***does not (doesn't) smile***	***when** he **is** unhappy.*

Wh- questions

What	***do** you **do***	***if** you **feel** tired?*



Use of the zero conditional

- to describe facts and actions which are usually true. In these sentences, *if* = *when*:

***If** ice **gets** hot, it **melts**.* ***When** it **rains**, the streets **get** wet.*

First conditional

Statements and negative statements

If	Present	***will*** + infinitive
If	*you **work** hard,*	*you **will** (you'll) **do** well at school.*
If	*you **do not (don't) work** hard,*	*you **will not (won't) do** very well.*

Subject	***will*** + present	***if*** + present
You	***will** (you'll) **do** well at school*	***if** you **work** hard.*
You	***will not (won't) do** very well*	***if** you don't work hard.*

Wh- questions

What	***will** you **do***	***if** you **pass (do not pass)** the exam?*

Use of the first conditional

- to talk about events that we think are possible or probable in the future:

***If** you **go** to London, you **will see** red buses*

Second conditional

Statements and negative statements

If	past simple	***would*** + infinitive

If	*she **was / were taller**,*	*she **would (she'd) be** in the school team.*
If	you ***did not (didn't) work*** hard,	you ***would not (wouldn't) do*** very well.

If	***would*** + infinitive	***if*** + past simple
She	***would (She'd) be** in the school team*	***if** she **was / were** taller.*
You	***would not (wouldn't) do** very well*	***if** you **did not (didn't) work** hard.*

Wh- questions

What	***would** you **do***	***if** you **didn't pass** the exam?*

Use of the second conditional

- to talk about events that are unlikely to happen:

  ***If** he **was / were** very rich, he **would buy** an aeroplane.*

Third conditional

Statements and negative statements

If	past perfect	***would have*** + past participle
If	*Hanan **had been** at school yesterday,*	*she**'d have met** the new teacher.*
If	*my brother **hadn't walked** so slowly,*	*he **wouldn't have missed** the bus.*

would have + past participle	***if***	past perfect
*Hanna **would have met** the new teacher*	***if***	*she **had been** at school yesterday.*
*My brother **wouldn't have missed** the bus*	***if***	*he **hadn't walked** so slowly.*

Wh- questions

What	***would** you **have done***	***if** you**'d been** late for the exam?*

Use of the third conditional

to talk about a different past, in which something did or did not happen, and we imagine a different result:

If he ***had been*** careful, he ***wouldn't have*** made these mistakes.
(He ***wasn't*** careful, so he ***made*** these mistakes.)

Making suggestions

Giving advice about the future:

- *How / What about* + *verb*-ing? ***How about going*** *to bed earlier?*
  What about doing *your homework with a friend?*
- *Have you considered/thought about* + *verb*-ing? ***Have you considered making*** *a study plan?*
  Have you thought about *asking to take the exam again?*
- *Why don't you* + infinitive without *to*? ***Why don't you try*** *a new sport?*

Tag Questions

A question tag is a short phrase at the end of a statement that turns it into a question:

He likes musicals, ***doesn't he?*** (negative tag)
Your sister can't drive, ***can she?*** (positive tag)

Uses of tag questions

- The meaning of a question tag depends on how you say it. When the intonation falls, we are not really asking a question, we just want the listener to agree with us.

That film was brilliant, ***wasn't it?***

- If we are asking a real question, our intonation rises.

You're enjoying yourself, ***aren't you?***

- After *Let's* ... the question tag is *shall we*:*Let's go to the park,* ***shall we?***
- After *I'm* **...**, the negative question tag is *aren't I*? (= am I not?): *I'm right,* ***aren't I****?*

Notes:

- In question tags, we change nouns into pronouns:

Teachers play an important role in our lives, ***don't they****?*

- We use *it* instead of *this* and *that* and *they* instead of *these* and *those*:

That question was difficult, ***wasn't it****?*

- Tag questions are affirmative with *none of*, *nobody*, *never* and *hardly*:

None of those boys were lazy, ***were they****?*

- We use *they* instead of *someone*, *everybody*, *no one* and *nobody*:*Nobody came early,* ***did they****?*
- We use *it* instead of *nothing* and *everything*:*Nothing is correct,* ***is it****?*

Countable and uncountable nouns,and articles

Countable nouns

- Nouns with singular and plural forms are called countable nouns:

a bottle, two bottles, a hundred bottles; a child, three children; a man, ten men

- Singular countable nouns can be used with *a/an* or *one*:

Ali is eating ***a banana****. Sara would like* ***an apple****. Hassan has eaten* ***one banana*** *and two oranges.*

- Plural countable nouns can be used with numbers, *How many*, *so/not many*, *a few*, *fewer*:

How many grapes *would you like? Can I have* ***a few grapes****?*

Fewer people *live in the country today than in the past.*

Uncountable nouns

- Nouns which have only one form (no plural)are called uncountable nouns:

air, water, light, money, glass, paper

- Uncountable nouns are used with *some,How much, so/not much, (a) little*:

*Be careful, there's **some glass** on the floor.* *__How much light__ is there in the cave?*

*We don't have **much money**. There is only **a little water** to drink.*

- Uncountable nouns can't be preceded by a/an: *__Money__ is the root of all evil.*
- Before uncountable nouns, we can use: a piece of/pieces of ..., etc.

*My teacher gave me useful **pieces of advice** to follow.*

Indefinite article

Uses of the indefinite article *a/an*

- to refer to something for the first time: *Her father has just bought **a** new car.*

*When Ali visited Thailand, he had a ride on **an** elephant.*

- to talk about someone's job: *Imad wants to be **a** scientist when he finishes university.*

*His sister, Sara, wants to be **an** architect.*

- to one of many things: *My uncle and aunt live in **a** flat in the town centre.*

*I usually have **an** egg for breakfast.*

A or *an*?

- If a noun (or adjective before a noun) starts with a vowel sound, use the indefinite article *an*:

***an** animal, **an** elephant, **an** interview, **an** orange bus, **an** unusual building*

- The letter *u* at the beginning of a word is pronounced as if it begins with the consonant *y*. In these cases, use the article *a*: ***a** uniform, **a** university, **a** useful boo*

Definite article

Uses of the definite article *the*

- to refer to something you have already talked about:

*His father works in an office. **The** office is near the city centre.*

*She bought a book by Charlotte Brontë yesterday. **The** book is called* Jane Eyre.

- when there is only one of something, or when everyone knows

which thing or person you aretalking about:

The moon looks very near to the earth tonight.

(There is only one moon and earth.)

We had a picnic in the park at the weekend. (This is the park we all know, probably the nearest or only park in the town.)

- with superlative adjectives and other words (*first*, *last*, *only*, etc.):

That's the best film I've ever seen.

The Nile is the longest river in the world.

The first letter of the alphabet is A.

NOTE:
The is also used with the names of most rivers, seas, groups of islands, groups of mountains and countries which are groups:
the Amazon
the Pacific
the United Kingdom
the Himalayas
the United Arab Emirates

Note: We say: I have lunch with my family.

The lunch (which) I had with friends in Alexandria is unforgettable.

Punctuation Marks

- Punctuation marks are signs such as full stops, commas and question marks. We use them in sentences to make the meaning clear.

Sentence endings

Full stop

- Use a full stop (.) at the end of declarative, imperative and conditional sentences:
  Yasser and Peter went to the club an hour ago.
- Use a full stop (.) after abbreviation:
  My grandson Ahmad was born in Jan. 2020.
- Use full stops in initials for personal names:
  T. S. Eliot (Tomas Stearns Eliot) was a great poet.
  Let's find an A.T.M. so I can withdraw some money.
- In British English, full stops are placed outside the final quotation mark.
  The general manager said,"This is a great day for the company".

Question mark

- Use a question mark (?) at the end of direct questions (interrogative sentences and tag questions).
  When did Amani leave for the supermarket?
  You seem busy now, don't you?

Exclamation mark

- An exclamation mark is used after a command, an interjection, or what shows surprise or anger.
  "Look out behind you!" she yelled.
  I'm so excited to go to the park tomorrow! What an amazing place!

Note:
We sometimes use a *full stop* after a command when we don't focus on interjection, surprise or anger.
Sit down.

Capital letters

- Use capital letters to mark the beginning of a sentence.
  We went to London last summer.
- Use capital letters at the beginning of proper nouns. Proper nouns include personal names (including titles before names), nationalities and languages, names of countries, continents, days of the week andmonths of the year, public holidays as well as geographical places.
  Dr Adel Fahmi is the consultant at Cairo Hospital.
  Rami and Fadi can speak Japanese although they live in South Africa.
- Use capital letters for the titles of books, magazines and newspapers, plays and music.
  'Oliver' is the main character in 'Oliver Twist' written by Charles Dickens.

Pauses or breaks

- The comma, semicolon and colon are used to indicate a pause in series.

Comma

- Use a comma (,) to show a separation of ideas or elements within the structure of a sentence.
- Use a comma after yes and no, and before please in sentences. We sometimes use a comma after Pleaseat the beginning of a sentence.
  Yes, it's a quarter past three, Samir.
  Could I have more cake, please?
  Please, allow me to use your camera.
- You also use a comma before or after the name of the person you are speaking to.
  Omar, you have done an excellent job.
- Use a comma to separate two complete sentences:
  When I was doing the housework, a stranger knocked on the front door.
- Use commas to separate lists or elements within sentences.
  Huda bought two kilos of sugar, a packet of tea, a bottle of oil and five loaves of bread.
- Use commas to separate a list of similar words, adjectives or phrases.
  It's important to write in clear, simple, accurate words.
- Use commas to separate words or phrases that mark where the voice would pause slightly, (aftertransitions.)
  I can't tell you now. However, all will be revealed tomorrow at midday.
- Use a comma to separate the direct speech from the rest of the sentence. The comma comes before thequotation mark.
  Tamer said, "I have already tidied my room".
- Use commas to mark non-defining clauses. (The clauses which add extra / non-essential information).
  The police officer, who arrived after just five minutes, arrested the criminal.
- Use a comma to set off a tag question from the rest of the sentence.
  She is your sister, isn't she?
- Use a comma to separate parts of the date.
  May 2, 2016, was when I graduated.
- Put a comma at the end of the direct sentence in case the speaker is placed after that sentence.

"I'm coming home late tonight," my father said.

Colons (:)

- Use colons to introduce lists
  There are three main reasons for the success of the government: challenging work, determination and patience.
- Use a colon between sentences when the second sentence explains or justifies the first sentence.
  Try to keep calm during the interview: this will cause a good impression.

Semicolon (;)

- Use the semicolon between two independent clauses linked by a transitional expression (e.g., accordingly, consequently, for example, nevertheless, so, thus).
- *Heavy rain had continued to fall at the airport; consequently, all flights were canceled.*

Apostrophe

- Use an apostrophe with an s ('s) to show who owns something. The's is added after singular nouns or names.
  This is our aunt's house.
- When a name or a singular noun ends in -s, either add an apostrophe or an apostrophe as well as another (s).
  This is Charles's phone. *These are James' books* *My father is at his boss's party*
- For plural nouns that end in -s, put the apostrophe after the -s. *Miss Leila is marking her pupils' work.*
- When plural nouns do not end in -s, just add's to these plural nouns. *Doctors look after people's health.*
- To make a possessive form of two people joined by and, such as Rami and Sameh, or Mary and Anne, put's only after the second name. *We were at Eman and Ahmad's party.*
- The apostrophe can also be used to show that one or more letters in a contraction have been left out.
  We'll come to your party, but Sue won't be able to come. She's meeting her uncle at the airport.

Quotation marks (")

- In direct speech, we enclose what is said within a pair of single or double quotation marks, although single quotation marks are becoming more common.
  Wael said, "I haven't put those shelves up yet".
  She said, "Where is the nearest fish restaurant?" *"I'm coming home late tonight," my father said.*
- We can put quotation marks around titles. *Have you watched the famous film 'Titanic'?*
- We can use quotation marks when we mention a word or phrase in a sentence.
  What does 'punctuation' mean?

Hyphen (-)

- Use a hyphen to join two or more words together into a compound term. Do not separate the words withspaces. *My eight-year-old boy loves reading*
  Do you have sugar-free cookies?
- Don't use a hyphen if the compound adjective follows the noun it describes.

English is widely spoken. *We use a widely-spoken language.*

Use a hyphen to link prefixes to words. *These things happened before the pre-enlightenment era.*



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